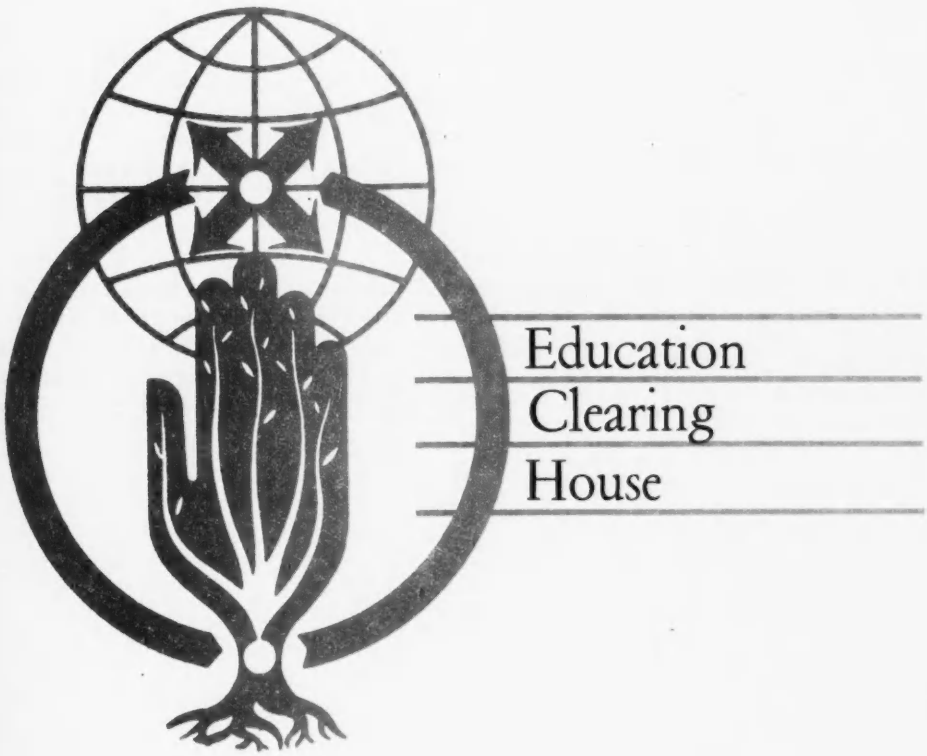
REFERENCE
Education International
Z
5813
U5
A2
SEP 21 '50

UNESCO / ABSTRACTS / 16
PARIS, JUNE 1950
VOL. II, N° 6

Fundamental Education Abstracts



UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION - 19, AV. KLÉBER, PARIS XVIe

P R E F A C E

The purpose of the monthly *Fundamental Education Abstracts*, the first issue of which appeared in March, 1949, is to supply at regular brief intervals a descriptive bibliography of technical materials relevant to fundamental education throughout the world. Three separate language editions are issued each month, in English, French and Spanish.

As far as possible full bibliographic data are given for each item listed. Beginning with the January 1950 issue (Volume II, N° 1), items are numbered consecutively throughout each yearly volume. Prices of publications are included as a convenience to readers, but orders must be sent to booksellers and not to Unesco. However, materials issued by Unesco may be obtained directly.

Field workers, research students and others engaged or interested in fundamental education are invited to send in to the Clearing House documents, textbooks and other technical materials in the field of fundamental education for possible inclusion in the *Abstracts*. Critical comments and suggestions will also be most welcome as a means of improving our service.

SECTION A

MATERIALS ON THE THEORY AND PRACTICE OF FUNDAMENTAL EDUCATION

GENERAL WORKS

115. American Council of Education. *Universities of the World Outside U.S.A.*, ed. by M.M. Chambers. Washington 6 D.C. : The Council (744 Jackson Place),1950. 924 pp. $ 12.00.

This comprehensive handbook presents brief descriptions of the organization and operation of more than 2,000 institutions of higher education (i.e. above the European secondary school or U.S. junior college level) in 82 countries and territories outside the U.S.A. Most of the data come directly from the institutions themselves and include brief history, administration, calendar, housing, admission requirements, language of instruction,enrolment, grading system, library and laboratory facilities and roster of chief administrative officers. Entries are arranged alphabetically by countries. Each national section is preceded by a brief introduction setting out general educational conditions, statistics of literacy, elementary and secondary school attendance, the duration and content of the secondary school courses, the educational ladder, a general view of the higher education situation, the names and addresses of persons and institutions in possession of information about higher education in the country concerned, and a brief selected bibliography mainly limited to items published since 1945. Part I, which precedes the institutional exhibits, contains five chapters on general problems of international education and co-operation.An alphabetical institutional index is provided, pp. 909-92[illegible].

116. *Library Science Abstracts;* ed. by C.E.M. and R.N. Lock. Vol.I, N° 1, January, 1950 to date London : Library Association (Chaucer House, Malet Place, London W.C.1). Quarterly.Yearly subscription 15 s.

The purpose of this abstract service is "to present a conspectus of current activity and thought in the field of interest" and "by this means, to enable every member of our very varied profession to feel closely linked with all branches of the profession both in this country and throughout the world". Sixty-one journals, chiefly issued in the British Empire, Europe and the United States are covered, and further additions to the list are under consideration; books and pamphlets are not included. Individual abstracts are full and informative. Contents are numbered serially and grouped under broad headings by type of libraries (e.g., university, public, hospital, etc); activities and processes (e.g. information services, work with children, cataloguing, etc); professional education; the book arts and the book trade. All the abstracts are in English. An author and subject index will be issued annually.

117. Unesco. *Adult Education : Current trends and practices* (Publication N° 638) Paris: Unesco 1950. 148 pp. $ 0,75; 4 s.; 200 frs. (Will be published also in French).

This volume is complementary to two other publications, the *Summary Report* of the first international conference of adult educators held in Elsinore, Denmark, June 1949 (Unesco Publication N° 406) and the *International Directory of Adult Education* described below. "As a group these three books mark an effort to map out the state of adult education in the mid-twentieth century". (Preface). The present book is an international symposium which includes general statements on the problems of adult education by well-known personalities

PAGE(S)

MISSING

A M E R I C A

LATIN AMÉRICA

123. Pan American Union. Division of Labor and Social Affairs. *Program and Activities*. Washington 6, D.C., December, 1949. 10 pp. (offset) gratis.

This report describes the administrative structure and activities of the Division of Labor and Social Affairs of the Pan American Union, which was reorganized and expanded in 1949 as a result of decisions taken at the 9th Conference of the Organization of American States. Four sections have been established: Co-operatives; Housing and City Planning; Labor, Social Security and Migration; Social Work. The provision of technical information (through publications and clearing house activities) and direct services to Member States are the two chief functions of the Division. Direct services include consultative expert missions, training through scholarships and by employing Latin American specialists as research assistants in the Division for two years, and the holding of regional seminars. Two other activities contemplated are the sponsoring of annual contests for original papers, by graduates of schools of social work and social sciences, on community organization programmes in Latin America known to the author, with one-month study trips and publication of the paper as awards; and the conduct of correspondence courses on co-operatives. The central focus of the entire programme is the improvement of the community through self-help, particularly through the development of organized groups.

124. Union Internacional para la Proteccion de la Naturaleza. *Campaña Latino-Americana para la Proteccion de la Naturaleza y la Conservacion de los Recursos Naturales*. (CA PRO CO R NA. Boletin n° 1) Buenos Aires (Casilla de Correo 2498) April, 1950. Gratis.

The Latin-American Campaign for the Protection of Nature and the Conservation of Natural Resources has been started by the Agrupacion Zoologica Americanista de Relaciones y Arbitrajes, under the sponsorship of the International Union for the Protection of Nature. Its aims are to create a popular movement which will bring the peoples of Latin America to understand conservation problems; to include the teaching of conservation and utilization of resources in adult education and school programmes; and to awaken a sense of individual responsibility for the protection and wise use of natural resources.

A M E R I C A

WEST INDIES

125. Sherlock, P.M. "Education in the Caribbean Area". *Caribbean Quarterly*, Vol.I, n° 3, pp. 9-18 (January, 1950). Foreign subscriptions obtainable from A.C. Pearse, Editor, Gordon Street St. Joseph, Trinidad, B.W.I. Yearly subscription $ 1.20 or 5 s. ; single issues $ 0,30 or 1 s. 3 d.

This article, written by the Director of Extra-Mural Studies of the University College of the West Indies, is reprinted in its entirety from the *Year Book of Education, 1949*. A brief sketch of the social and economic background of the Carittean Islands, British Guiana and British Honduras is followed by an outline of the present educational situation. Throughout the territories education is in general "inadequate in quantity and lacking in purpose". It is estimated that one child in six receives no education of any kind; not more than eight in every hundred complete elementary school. Promising recent developments include

continuing implementation of the Colonial Development and Welfare Act of 1940; the opening of the University College of the West Indies in October, 1948; the work of the Caribbean Commission, the British Council, the Carnegie and Rockefeller Foundations; and the establishment of the Unesco Fundamental Education Pilot Project in Haiti. The author recommends "the deliberate use of education as a powerful social force, the recasting of the curriculum in primary and post-primary schools and in teacher-training institutions" and the use of new methods and techniques in practical, community-action adult education programmes as exemplified in the work of such pioneer organizations as Jamaica Welfare

A M E R I C A

B R A Z I L

126. "An Experiment in Co-operative Education in Brazil": an FAO report. *Fundamental Education.* Vol. 2, n° 2, pp. 10-16 (April, 1950). Paris: Unesco. Quarterly. Yearly subscription $0.70; 4s.; 200 frs. Single issues $ 0.20; 1s. 3d.; 60 frs. (Issued separately also in French and Spanish).

This study of school co-operatives was prepared by FAO for a Technical Meeting on Co-operatives held at Lucknow in 1949. The origin and form of the movement in France are first described, and the author then shows how Brazilian educators have adapted the idea to their own conditions. The school co-operative is formed and administered by the pupils themselves; with practical and purposeful objectives the society has an educational force not to be found in most other pupil associations. The Brazilian experiment still faces many difficulties, but the author's detailed account of the formation of a society, its rules, and the part played by the authorities show how educators elsewhere may profit from this pioneering effort.

127. Lourenço Filho., M.B. "The Adult Education Campaign in Brazil". *Fundamental Education.* Vol. 2, n° 2 pp. 3-9 (April 1950). Paris: Unesco. Quarterly. Yearly subscription $ 0.70; 4 s.; 200 frs. Single issues $ 0.20; 1s. 3d.; 60 frs. (Issued separately also in French and Spanish).

The head of Brazil's Campaign for Adult and Adolescent Education describes the background and progress of this campaign. It was started in 1947 as an instrument for extending the work of the elementary school, since the school alone seemed inadequate for solving the problem of illiteracy. The Central Government undertook to plan and co-ordinate the campaign, to prepare reading matter and to give financial aid to the states, which were responsible for executing the programme. A large number of special schools and evening courses have been started and teachers given training in the techniques needed for work with adults For the first three years great strides are reported: a total enrolment of 2 millions, of whom over 1 million stayed the course and learnt to read and write. Non-institutional teaching is not included in these results. The total Government expenditure on the campaign has been $ 5,000,000. Less measurable aspects - public interest, improved school attendance by children, greater circulation of reading matter etc - also indicate a marked success.

128. Tude de Souza, F. "Radio in the Service of Fundamental Education". *Fundamental Education.* Vol. 2, n° 2, pp. 17-21 (April, 1950) Paris: Unesco. Quarterly. Yearly subscription $0.70; 4s.; 200 frs. Single issues $0.20; 1s. 3d.; 40 frs. (Issued separately also in French and Spanish).

An account of the Educational Broadcasting Service of the Brazilian Ministry of Education

and Health. The Ministry maintains two radio stations which broadcast for 14 hours a day; there are programmes for schools, for housewives and for the leisure time of the entire family. The author regards this work as a valuable adjunct to formal education, and believes that the material and cultural conditions of a large number of people are being improved through this service.

A M E R I C A

M E X I C O

129. Mexico. Secretaria de Educacion Publica. *Memoria 1948-49.* Mexico D.U.,1949. 595 pp. Illus. with photographs, charts, tables. No price given.

This annual report of the Mexican Office of Education gives comprehensive information and statistics on the organization and programmes of education at all levels in Mexico during the period covered. A chapter is devoted to each section of the Office of Education, its aims, budget and activities. Administrative charts, detailed statistics, and numerous photographs are included. Main subjects covered are : pre-school, primary, secondary, higher and out of school education, normal, agricultural and polytechnic schools; the teaching of the indigenous population; audio-visual education; physical education, school hygiene, and school buildings.

A M E R I C A

U N I T E D S T A T E S

130. Bathurst, Effie G. *Petersburg Builds a Health Program.* (U.S. Office of Education Bulletin 1949,n° 9). Washington, D.C.: Govt. Print. Off.,1949. 50 pp. Illus. with photographs. $ 0.20.

A detailed account of an enterprising three-year school and community health project in a West Virginia town of about 2000 inhabitants. The school was used as an experimental centre "to discover means of making health education as functional as possible and to learn ways of using the community as a laboratory and a field of civic service in health improvement". The programme was initiated by pupils who formed committees and worked out methods of approaching members of the community and investigating the actual sanitary conditions of their town. The second part of the pamphlet describes the rechecking of the first year's work, results achieved at the end of a two-year period, and the planning ahead for more publicity and further action in the third year.

131. U.S. Public Health Service. *Planning for Health Services:* A guide for states and communities (Public Health Bulletin N° 304). Washington 25, D.C.: Govt.Print.Off.,1949. 69 pp. $ 0.20.

This publication is an outgrowth of the National Health Assembly held in Washington in May 1948 in response to the request of the President for the development of a 10-year national health programme. One of the specific results desired was "a practical next-step guide" to civic action for health improvement. Findings of the Assembly's section on State and Community Planning for Health are here set forth, as guiding principles for group planning : (1) inception, (2) intergroup relationships, (3) resources and needs, (4) spread of participation, (5) organizing, (6) finance, (7) public interpretation, (8) hindrances, (9) achievements, and (10) scope. A directory of sources of information on state and community planning for health is appended.

A S I A

ASIA (General)

132. Cherian, T.O. *Handbook of Asian Statistics.* New Delhi: Indian Council of World Affairs,n. d. (1949?) 73 pp. Rs. 4.

The aim of this handbook is to present a summary of statistical information on Asian countries by bringing together in tabular form the data available in official year-books and other sources (e.g. the *Orient Year Book,* the *Economic Handbook of the Pacific Area,* the *Statistical Abstract of the British Empire,* etc). Most of the figures are based on returns made in the nineteen-thirties, with none later than 1946; often they are estimates only' Tables included cover population, by area and density, sex, religion, nationality and occupation; educational institutions and number of pupils by sex, number of literates and electors, public health, agricultural production, communication, finance, co-operatives, wages and cost of living. The meagreness and unreliability of many of the data show the need for extensive development in the field of basic statistical reporting in most of the Asian countries.

A S I A

I N D I A

133. West Bengal. Education Dept. *Reorganization of School Education in West Bengal :* Report by the School Education Committee, May, 1949. Alipore : West Bengal Govt. Press, 1949. 101 pp. 12 annas; 1s. 8d.

This Advisory Committee was appointed in April 1948 to consider (1) the introduction of universal and free primary education and the character of the training to be given and (2) the reorganization of the secondary schools. Approximately 50 % of the children between 6 - 11 years remain outside the primary schools; wastage runs as high as 85 %. The Committee recommended free and compulsory primary education for 5 years (6-11), to be raised as soon as finances permit to the 6-14 age group. Detailed syllabuses, appended to this report, have been framed for an "Activity Curriculum". Courses are organized around creative activities (designed to provide social and civic training), and no more than three basic productive crafts for any one school. Primary education should be co-educational. Instruction should be in the vernacular; where the mother-tongue of the pupil differs from the provincial language, the latter would be introduced not earlier than the third year on later than the fifth. English should not be taught in the primary classes (I-V). Women teachers should be recruited as far as possible, and the Inspectorate greatly strengthened. Secondary education should be reoriented so as to be complete in itself and to qualify pupils for suitable employment, while enabling promising students to proceed to the University or to higher professional studies. Courses would last 6 years (11-17 age group). School should be of two types, Senior Basic (class VI-VIII) and High School (IX-XI) the latter to include both unilateral (Academic or Technical) and multilateral schools. The establishment of Technical High Schools, offering commercial and agricultural courses, is stressed. A common core of subjects should be provided, with a view to ensuring a liberal education and facilitating transfers from one type of school to another. Bengali and English should be compulsory throughout; Hindi compulsory for 3 years (VI-VIII); and a classical language (Sanskrit, Arabic, Persian, etc.) for 3 years (VIII-XI) only for those taking up the humanities.Stipends and scholarships should be provided on the basis of need and merit.

134. West Bengal. Education Dept. *Report Submitted to the Government of West Bengal, Education Department, by the Adult Education Committee.* Alipore: West Bengal Govt. Press, 1950. 19 pp. No price given.

This report embodies the findings of a Committee constituted by the Government of West Bengal on 18 June 1948 "to advise the Government on the problem of adult education in regard to the lines on which such education should be promoted and on the methods, organization and administrative machinery to ensure solution." In view of present conditions (estimated 81 % adult illiterates, with constant additions due to still inadequate primary schools) The Committee recommends that the adult education programme take place in three phases. Phase I aims at enabling the illiterate to read and write freely in his mother-tongue, do simple arithmetic and acquire elementary knowledge of geography, civics, science, health and (for women) domestic science. Syllabuses for these subjects are appended to this report. Reading and writing are to be taught simultaneously by the global method; the course is planned for completion in 1 year (200 working hours); elementary school teachers, paid a supplementary fee of Rs.25 per month form the chief teaching core, assisted by volunteer and part-time workers. Phase II seeks to ensure that those made literate remain so through the provision of adequate follow-up literature (books, magazines and newspapers), made available through reading and circulating libraries at each adult education centre. Phase III is "cultural and informative education" with modern visual and auditory aids, sports and amusements, songs, plays, etc. and is intended to accompany each of the preceding two phases. The appointment of travelling lecture and demonstration teams, local adult education advisory committees, expert adult education supervisers and extensive government-sponsored publicity via press, film and radio are also recommended.

E U R O P E

GREAT BRITAIN

135. Great Britain. Ministry of Education. *The Building Bulletin.* London : H.M.S.O., 1949 to date. Irregularly issued. Prices vary. Illus. with plans, charts, diagrams.

The purpose of this new journal is to put forward possible solutions for current educational building problems as a practical help to school architects and local education authorities. *Bulletin 1, New Primary Schools* (October, 1949, 47 pp., 1 s.) outlines recent trends in primary education and their architectural implications in terms of design, space arrangements, lighting, furniture, etc. *Bulletin 2, New Secondary Schools* (February, 1950, 91 pp. 2 s.) provides a similar guide for secondary school plants. Throughout emphasis is placed on the importance of flexibility and co-operative planning between architects and educators in order "to encourage, simultaneously, the raising of standards and the reduction of cost, through skill in spatial design, structural technique and administrative organization". Specific problems, such as heating, lighting, building techniques, cost and plan analysis will be covered in later numbers.

SECTION B

MATERIALS USEFUL IN FUNDAMENTAL EDUCATION

TEXTBOOKS

136. Blough, G.O. and Blackwood, P.E. *Science Teaching in Rural and Small Town Schools.* (U.S. Office of Education, Bulletin 1949, N° 5). Washington, D.C.: Govt.Print.Off.,1949 - 55 pp. $ 0.20.

This bulletin contains practical suggestions for science teachers in elementary rural schools how to use the resources of the immediate environment to vitalize the science curriculum, how simple experiments can be made to illustrate basic scientific principles and method, and how the science programme can be built around the real interests and needs of rural children. An Annoted bibliography, pp. 48-55, lists professional books and pamphlets for the teacher, science experiment books for children and selected sources of printed materials.

137. Griffiths, V.L. and others. *The Good Citizen Series.* London: Longmans Green, 1949. 4 vols. to date. Prices vary (approximately 1s.6d. each).

The books in this series were intially prepared for use in schools in the Anglo-Egyptian Sudan in experiments undertaken over the past 10 years "to develop the educational system in certain ways which have a direct bearing both on the promotion of self-government, and on the capacity of any adult group to run its own affairs successfully". Central among these experiments has been the development in schools of self-governing societies and discussions on their problems, technical and human. Books thus far issued include : *Societies: In School and Out*, a reference book for older boys on society principles and procedure; *How to Run School Societies*, a handbook for teachers; *Character Aims*, a book for teachers and for boys leaving school on ethical standards; and *Character Training*, addressed mainly to parents explaining the character-training programme of the school and the part that should be played by the home. Titles in preparation include *School Accounts*, a handbook for school treasurers and *Characters: Its Psychology* an introductory review for teachers and parents. Mr. V.L. Griffiths, Principal of the Institute of Education at Bakht-er Ruda, has also written a short account of the special citizenship work of the Education Department in the Northern Sudan, which appears as an appendix to the report of the Advisory Committee on Education in the Colonies entitled *Education for Citizenship in Africa* (Colonial N° 216, H.M.S.O., 1948).

138. Puerto-Rico. Insular Dept. of Education. English Section. *A Manual for the Teaching of American English to Spanish-speaking Children in Puerto-Rico.* San Juan : The Department,1949 3 vols. No price given.

The purpose of this manual is to supply teachers of English in Puerto-Rico with usable basic materials for teaching Spanish-speaking pupils to understand, speak, read and write English, and "to suggest procedures and activities which are pedagogically and linguistically sound". The three volumes of the manual total 75 lessons. Each lesson is divided into two parts - a minimum work unit geared to the interests and experience level of elementary school children, and a maximum work unit intended for more mature students. In the development of the lessons listening-speaking activities precede reading and writing. The use of Spanish is recommended for checking comprehension.

139. Unesco. *Some Suggestions on the Teaching of Geography.* (Unesco Pub. n° 628).Paris: Unesco, 1950. 98 pp. Maps. $ 0.40; 2 s.; 100 Frs. (Issued separately also in French).

This is N° 7 in the series of Unesco publications for teachers being issued under the title "Towards World Understanding". The draft manuscript was prepared by M.R. Ficheux, geography teacher at the Lycée Carnot, Paris, assisted by three other French specialists.Intended for geography teachers in primary and secondary schools, it describes ways of developing in children greater knowledge and understanding of the world through the study of geography.Practical ways of applying these ideas are given in three sample lessons based on practice in one country, supplemented by a series of questions and answers. The concluding chapters give suggestions designed to help teachers plan geography courses. In its present form,this pamphlet will be distributed to prospective members of the International Seminar on the Teaching of Geography which Unesco will hold at MacDonald College, Canada, July 12 - August 13, 1950. It will thus be possible for educationists in many countries to give preliminary consideration to the document in advance of the Seminar, where it will serve as a basis for discussion. Comments on the pamphlet are invited.

140. *United World Books.* Set of 12 pocket-sized books of 16 pp. each in cardboard container.New York 11 : Open Sesame, Inc. (470 West, 24 th St.), 1950. $ 1.50.

The purpose of this series is to re-present folk-tales of many nations in simple readable style. Young readers will thus be introduced to classics of other countries at an early and impressionable age; and this is some foundation for better understanding between peoples.A second object of the series is to present follow-up literature for literacy campaigns. The texts are free of translation rights and most of them would interest new-literates, whose interest in folk-tales is well known.

AUDIO-VISUAL AIDS

141. *See and Hear Magazine.* Vol. 8, n° 5, April, 1950. Chicago 11 (150-152 E. Superior St.).Issued 9 times annually September through June. Yearly subscription $ 3.00 (U.S.); foreign : $ 4.00.

The use of audio-visual aids in vocational education, particularly in programmes for adults and out-of-school youth, is the central theme of this issue. In 4 articles experts in vocational education analyse specific aspects of vocational training, and indicate the different kinds of audio-visual materials useful for achieving particular purposes. This issue also includes Part I of a detailed survey of training programmes for teachers in audio-visual instruction techniques and materials currently offered at 8 American universities.

AUTHOR INDEX

American Council on Education 115

Bathurst, Effie G.. 130

Blackwood, P.E. jr. auth. 136

Blough, G.O.. 136

Chambers, M.M., ed. 115

Cherian, T.O. 132

F.A.O.. 126

Great Britain. Ministry of Education. 135

Griffiths, V.L. 137

International Union for the Protection of Nature. 124

Kempfer, Homer. 122

Kenya Colony and Protectorate 121

Library Science Abstracts 116

Lock, C.B.M., ed. 116

Lock, R.N. jt. ed.. 116

Lourenco Filho, M.B.. 127

Mexico. Secretaria de Educacion Publica. 129

Pan American Union. Division of Labor and Social Affairs 123

Puerto Rico. Insular Department of Education. English Section 138

Richards, C.G.. 120

See and Hear Magazine 141

Sherlock, P.M.. 125

Tude de Souza, F. 128

Unesco. 117,118
119,139

U.S. Public Health Service. 131

United World Books. 140

West Bengal. Education Department. 133,134